

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

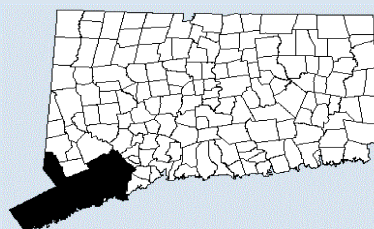


## Cooperative Educational Services

Dr. Evan Pitkoff, Superintendent • 203-365-8803

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	869
Per Pupil Expenditures <sup>1</sup>	N/A
Total Expenditures <sup>1</sup>	N/A

<sup>1</sup>Expenditure data reflect the 2014-15 year.

### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	356	41.0	48.3
Male	513	59.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	37	4.3	4.9
Black or African American	230	26.5	12.8
Hispanic or Latino	281	32.3	23.0
Pacific Islander	*	*	0.0
Two or More Races	27	3.1	2.7
White	291	33.5	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	292	33.6	38.0
Students with Disabilities <sup>1</sup>	360	41.4	13.7

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>	Suspension/ Expulsion <sup>3</sup>
	Count Rate (%)	Count Rate (%)
Female	38 14.2	12 3.3
Male	79 17.8	38 7.2
Black or African American	20 10.3	10 4.3
Hispanic or Latino	44 21.0	15 5.4
White	46 18.5	22 7.1
English Learners	* *	0 *
Eligible for Free or Reduced-Price Meals	61 24.6	29 8.5
Students with Disabilities	94 25.3	47 12.0
District	117 16.4	50 5.6
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 111

Number of school-based arrests: 0

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2015-16

## Cooperative Educational Services

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	43.0
Paraprofessional Instructional Assistants	47.1
<b>Special Education</b>	
Teachers and Instructors	61.5
Paraprofessional Instructional Assistants	173.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.4
School Level	10.6
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	14.5
Counselors, Social Workers and School Psychologists	20.4
School Nurses	4.7
Other Staff Providing Non-Instructional Services/Support	76.4

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	1.3	1.0
Black or African American	1	0.6	3.5
Hispanic or Latino	4	2.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	151	95.6	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	0	0.0	0	0.0
White	0	0.0	0	0.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	0	0.0
Students with Disabilities	0	0.0	0	0.0
District	0	0.0	0	0.0
State		61.2		73.9

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Cooperative Educational Services

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	6.3
Private Schools or Other Settings	0	0.0	9.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

#### Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

### Expenditures by Revenue Source:<sup>4</sup> 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2015-16

## Cooperative Educational Services

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	21	72.1	21	66.5	*	*
Black or African American	122	54.6	122	49.0	42	45.4
Hispanic or Latino	129	59.4	128	53.3	41	47.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	15	*	15	*	*	*
White	106	58.1	107	48.0	41	43.5
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	154	51.2	153	44.5	54	38.1
Not Eligible for Free or Reduced-Price Meals	239	61.8	240	54.4	85	52.1
Students with Disabilities	177	39.6	176	30.6	82	36.4
Students without Disabilities	216	72.5	217	66.7	57	61.3
High Needs	249	47.6	248	39.9	96	39.1
Non-High Needs	144	75.1	145	68.7	43	63.5
District	393	57.7	393	50.5	139	46.7

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.7	73.4	89.1	*	213	77.9
Curl Up	86.7	64.1	54.5	*	213	65.3
Push Up	76.0	45.3	45.5	*	213	55.4
Mile Run/PACER	45.3	53.1	41.8	*	213	45.1
All Tests - District	40.0	32.8	25.5	0.0	213	30.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Cooperative Educational Services

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A	N/A
State <sup>4</sup>	87.2				

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	25.9	0	0.0
Male	30.1	*	*
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	31.6	*	*
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	36.8	0	0.0
Students with Disabilities	27.6	*	*
District	29.0	*	*
State	95.6	40.7	

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	71.9	88.3

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2015-16

## Cooperative Educational Services

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	57.7	75	38.4	50	76.9	67.7
	High Needs Students	47.6	75	31.7	50	63.5	56.7
Math Performance Index	All Students	50.5	75	33.7	50	67.4	61.4
	High Needs Students	39.9	75	26.6	50	53.2	49.9
Science Performance Index	All Students	46.7	75	31.1	50	62.2	57.5
	High Needs Students	39.1	75	26.1	50	52.2	47.0
ELA Academic Growth	All Students	58.8%	100%	58.8	100	58.8	63.8%
	High Needs Students	51.5%	100%	51.5	100	51.5	58.3%
Math Academic Growth	All Students	58.0%	100%	58.0	100	58.0	65.0%
	High Needs Students	54.3%	100%	54.3	100	54.3	57.4%
Chronic Absenteeism	All Students	16.4%	<=5%	27.1	50	54.3	9.6%
	High Needs Students	22.0%	<=5%	16.0	50	32.0	15.6%
Preparation for CCR	% Taking Courses	0.0%	75%	0.0	50	0.0	67.6%
	% Passing Exams	1.0%	75%	0.7	50	1.3	40.7%
On-track to High School Graduation		92.2%	94%	49.1	50	98.1	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.5%   30.5%	75%	10.2	50	20.3	89.2%   50.5%
Arts Access		49.7%	60%	41.4	50	82.8	47.5%
<b>Accountability Index</b>				<b>554.6</b>	<b>1050</b>	<b>52.8</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	47.6	27.4	16.5	
Math Performance Index Gap	68.7	39.9	28.8	18.9	
Science Performance Index Gap	63.5	39.1	24.3	17.2	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.6
	High Needs Students	97.8
Math	All Students	97.6
	High Needs Students	97.4
Science	All Students	99.3
	High Needs Students	99.1

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 36.9**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2015-16

## Cooperative Educational Services

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

All C.E.S. schools and programs develop comprehensive school improvement plans aligned with the agency's Strategic Plan. At Six to Six Magnet School, the school's School Planning and Management Team (SPMT), which is made up of administration, teachers, paraprofessionals, and parents at Six to Six Magnet School, developed a comprehensive school improvement plan focused on the goal to continuously improve student academic and social emotional/behavioral performance. The staff continued to engage in professional development on Common Core State Standards in literacy and mathematics, as well as science instruction. Curriculum revisions based on the new Common Core State Standards began in 2010-11 and continued through 2015-16. Six to Six effectively utilizes Scientifically Research-based Interventions to meet the needs of students in both literacy and mathematics. We have partnerships in science with The Maritime Aquarium, the Eli Whitney Museum, The Jason Project, Peabody Museum, and the Goldstone Apple Valley Remote Telescope (NASA). The C.E.S. division of Special Education has expanded the availability of behavioral psychology and speech services to districts. The division has also expanded program options for students who have both developmental and behavioral needs. The Regional Center for the Arts (RCA) continued to align curriculum with the new national standards for the arts.

In regard to truancy, our procedures include daily parent communication regarding unexcused absences, weekly review of student attendance concerns, and family meetings when needed. Truancy efforts also include automated attendance calls which are made daily. Excessive absences result in an administrator student parent conference and improvement plan.

Family efforts include outreach through electronic means. Parents participate in an annual Open House's and regularly attend student performances. Many parents are part of our parent organizations, such as PTSA and Parents of Performing Students. Parent conferences are scheduled twice a year. At Six to Six, our family center, our before and after-school programs, our pre-school (for children ages 3 and 4) and our health center, the School strives to build strong relationships between home and school and support the needs of working parents and families. Understanding that these bonds have a profound impact on student achievement, we continue to find ways in which these connections can be strengthened. Our early childhood coordinator works with parents on how to help their child at home as well as coordinating the re-accreditation process through the National Association for the Education of Young Children. Six to Six Magnet School parents participate in our Strategic Planning and Management Team (SPMT) which is a site-based leadership team modeled after Yale University's Comer-Zigler process. .

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

As Interdistrict Magnet Schools, Six to Six and RCA epitomize the state's efforts to reduce racial, ethnic and economic isolation. We admit students from a variety of districts with a focus to attain a 50% - 50% urban-suburban balance as well as a minority – non minority balance. Admittance into Six to Six and RCA is entirely through a blind lottery. In 2015-16, Six to Six enrolled 468 students participating in the program from the age of three through 8th grade. Our classrooms held multicultural potluck suppers throughout the year to celebrate student learning. At RCA our enrollment was 232. At RCA students engage in a variety of multicultural performances in theater, dance, and music.

Our Open Choice students are residents of Bridgeport who we transport to surrounding suburban communities. Our students differ from the students in the receiving districts racially, ethnically, economically, or any combination of those factors. Therefore Open Choice reduces isolation for both the students transported and those in the receiving district.

# District Profile and Performance Report for School Year 2015-16

## Cooperative Educational Services

### **Equitable Allocation of Resources among District Schools**

At C.E.S. district resources are allocated based on student enrollment and student need. All Title I funds are allocated to Six to Six Magnet School to implement targeted interventions for students performing below grade level. In our Special Education Programs district tuitions are directly tied to the identified student Individualized Education Program.